**Lesson Plan -** **US History**

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| **Course: US History / Honors** | **Unit 2 – Settling the West** | **Instructor: McDonald** |

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| **Objective:** Students will be reintroduced to the ideas and motives surrounding the westward expansion of the US and its relationship to modern society | **Date(s):** | |
| **Standard/Benchmark:** [LA.1112.1.6.1](http://connected.mcgraw-hill.com/ssh/DA1BAB62-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.2.2.2](http://connected.mcgraw-hill.com/ssh/DA1E254A-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.2.2.3](http://connected.mcgraw-hill.com/ssh/DA1E3DB4-4B74-11DB-ABAF-F681ADECFD11), [SS.912.A.1.2](http://connected.mcgraw-hill.com/ssh/AF2FEA9A-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.1.4](http://connected.mcgraw-hill.com/ssh/AF30C56E-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.G.1.2](http://connected.mcgraw-hill.com/ssh/AF53D4E6-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.G.4.2](http://connected.mcgraw-hill.com/ssh/AF5A8DFE-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.G.4.3](http://connected.mcgraw-hill.com/ssh/AF5AF8CA-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.H.3.1](http://connected.mcgraw-hill.com/ssh/AFA60162-CCB8-11DD-A7C8-69619DFF4B22) Common Core - RH 1, 11-12 RH 2, 11-12 RH 3, 11-12 RH 4, 11-12 RH 9, 11-12 RH 7 (**see attached standards lists**) | | |
| **Essential Question:** How did Western Expansion of America help shape our modern society? | | |
| **Instructional Focus (FCIM):**  Cause and Effect, Compare and Contrast, Implied Meaning, reliability and validity | **Materials:** Textbook, Cornell-notes, projector | |
| **Vocabulary (for active Word Wall):** Plains Indians, Flight of the Nez Perce, Little Big Horn, Mining, boomtowns, seed drill, Homestead Act | **Cross Curricular Connection:** Writing and reading support Language Arts/Reading Classes |

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| **Warm-up/Opening:**  Quick write activity: Create a list of anything that confused you, or you do not understand from the word wall. After doing so, work in your groups to identify topics that you did not know. Group share out of topics of confusion. | **Time10** |  | **Teacher Notes:** | **Instructional Strategy:**  Gradual Release - WICOR  **Instructional Strategy (Writing):** Vocabulary, SRE (statement-identify argument-Explain evidence)  **Essential Reading Strategy (Student):**  Making Connections (comprehension)/context clues |
| **Instructional Focus Lesson**:  Students will be reminded of the connections that this unit has with key comprehension tools such as cause and effect, compare and contrast, context clues, validity, reliability and bias. Relationships to our modern world will also be introduced at this time so students can make connections. Focus on making connections | **Time**  **10** |
| **Mini-Lesson with Modeling:**  Instructor will answer any questions students have about the upcoming exam and then give students time to review their notes and work together to review for the activity. This time will also be used to verify any information students have about areas of concern. | **Time**  **20** |
| **Student Work Period:**  Students will engage in a review activity that aims to highlight the key themes from the 2nd unit of study. Students will be given topics and will be required to put as much information on their sheet as possible regarding the topic at hand. Student will then have to take their topics and relate them to the bigger picture. Once time is up, students will rotate to another section and continue activity. Once rotations have completed students will come back together for a share out/review session. Teacher will rotate around the room to make sure students are on task and focused on their work. Students will then be afforded time to work on their review packets / study guides. | **Time**  **45** | **Scripted Higher Order Questions**   * ***What were the advantages and disadvantages for the settlers?*** * ***Why did western expansion change so many lives? What caused this change?*** | |
| **Closing:** Review / Expectations / Final Questions  **Assessment:** Class work (see above)  **Homework:** Unit 3 Study Guide | **Time**  **10** | **Reflection on Lesson** | |

**See Attached for information below**

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| **Data Utilized to Identify Students for Differentiated Instruction**  Additional ESOL Strategies List (see attached)  **Marzano’s 9 High-Yield Strategies**   1. Identifying Similarities & Differences 2. Summarizing &Notetaking 3. Reinforcing Effort/Providing Recognition 4. Homework & Practice 5. Nonlinguistic Representations 6. Cooperative Learning 7. Setting Objectives & Providing Feedback 8. Generating & Testing Hypotheses 9. Cues, Questions, & Advance Organizers | **Differentiated Instruction**  **Small Group – Intensive / ESOL**  Assignment(s) focus:   * Syllable pronunciation * Vocabulary * Reading accuracy * Building word knowledge * Sentence level instruction * Graphic Organizers   Student(s):Joel Roberson, Richard Cardosa, Durmish Durmishi, Sasha Nickel, Mario Fadel, Devyn Seitz, Breanna Thorton, Cristian rivera, Ayden Vazquez, Gensis Valladaras, Devon Mosely, Hana Snead, Autumn Hulme, Aydan Vaquez, Diego Prato, Ryan Shannon  . | **Differentiated Instruction**  **Small Group – Proficiency / ESOL**  Assignment(s) focus:   * SQ3R * Reciprocal Teaching * Vocabulary sounding/roots, affixes/meaning * Graphic organizers * Sentence and paragraph level instruction   Student(s): All students not listed | **Differentiated Instruction**  **Small Group – Enrichment / ESOL**  Assignment(s) focus:   * Two Column notes * Activate background knowledge * KWL Chart * Think-Pair-Share * Text Features (main idea, context) * Extended discussion for meaning   Student(s):Enrichment  Lauren Taylor, Zach Renfroe, La Diamond Robinson, Alysia Martin, Christian Rincon, Gavin Butler, Tori Richey, Collin Snyder, Jalen Sampito, Santiago Tarazona, Jillian Stallings |